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ABSTRACT

Most smokers begin smoking as teenagers. The younger teenagers are when they start smoking, the more likely it is they will become heavy smokers, and the less likely that they will ever quit. This resource guide points out the problems of teenage smoking and provides action plans to combat using tobacco. Background information is presented about the problems associated with tobacco. Four anti-tobacco activities are then described. The first activity, advertising the truth about tobacco, provides guidelines for developing an anti-tobacco advertising campaign. The next activity, creating a tobacco-free school, provides policy guidelines and a sample speech to either school board members or school administrators. The third activity, eliminating youth access to cigarettes, focuses on the control of cigarette sales from vending machines. Suggestions for action and soliciting support are included. The fourth activity, reducing visual pollution, provides suggestions for restricting outdoor tobacco advertising in the form of billboards. Steps for action, a sample billboard survey form, and recommended provisions of a model ordinance which allows some billboards are included. A publicity section provides suggestions for improving chances of getting free publicity. Included in this section are information and a sample format for writing press releases. A resource section includes sample petitions and an activity for demonstrating the immediate effects of smoking a single cigarette. (LLL)

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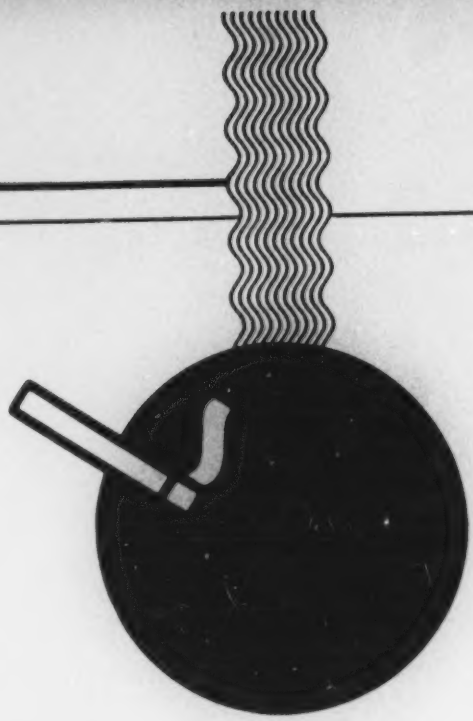

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A SCHOOL RESOURCE GUIDE

STUDENTS AGAINST OAC

Developed by
Office of Smoking and Health
Public Health Promotion Division
Texas Department of Health &
Doctors Ought to Care (Doc)
in cooperation with
Texas Association of Future Homemakers
of America &
Texas Education Agency

Funded by the TEXAS CANCER COUNCIL

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INTRODUCTION

Adults don't start smoking. Teenagers do. Most smokers begin smoking as teens. And the younger teenagers are when they start smoking, the more likely it is they will become heavy smokers, and the less likely that they will ever quit.

Students Against Tobacco (SAT) is a project designed to help keep students from picking up that first cigarette, and to encourage those that do smoke to stop. The project was developed specifically with Future Homemakers of America (FHA), which has chapters in most school districts and an excellent record of accomplishing health and community projects.

This resource guide points out the problems of teenage smoking and provides action plans to combat using tobacco.

ACKNOWLEDGEMENTS

STUDENTS AGAINST TOBACCO (SAT) was developed by the Office of Smoking and Health, Public Health Promotion Division, Texas Department of Health and Doctors Ought To Care of Houston (DOC).

Special thanks to the American Cancer Society, Texas Division, for its support and help in developing the SAT resource guide.

Appreciation is also extended to Texas Association of Future Homemakers of America and the Texas Education Agency for their assistance in the implementation of the Students Against Tobacco school project.

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BACKGROUND

The Problem

Tobacco is one of the most heavily advertised consumer products in this country. Smokers are portrayed as popular, cool, athletic, successful, and glamorous. But in reality, there is no connection between smoking and these lifestyle images. This sophisticated advertising, however, does create a mental association between smoking and the glamorous lifestyles adolescents admire.

For example, one cigarette company advertisement shows a group of healthy, good looking, well tanned surfers. The caption reads,"YOU'VE GOT WHAT IT TAKES." Now, what does this ad really say? It says that if you smoke this particular brand of cigarettes, "You've Got What It Takes" to fit it into this picture.

The Camel ads featuring the cartoon camel named Joe the smooth character are another subtle way the tobacco industry targets young people. The camel always wears the latest fad clothing, and gives rebellious advice aimed at the rebelliousness in many teenagers. For example, the camel sagely tells how to impress a girl's parents. "Drive inside the house on your motorcycle and tell them you just got out of the slammer." And there's tips on how to behave at the beach. "Run into the water and grab someone and drag her back to shore, as if you saved her from drowning. The more she screams the better." Both the cleverly written language and the cartoon format are done with teenagers in mind.

The tobacco industry knows where its future lies. New smokers have to be recruited , because every year thousands of smokers die or quit. A recent study published in the Journal of The American Medical Association showed that cigarette sales to teens less than 18 years of age totaled $221 million in revenues.

Research shows that Texas teenagers know tobacco is harmful. But many use it anyway. They think they can stop anytime. But they can't. Teenagers also think that most other kids smoke. But they don't. Only about 2 out of every 10 high school seniors smoke.

What many teenagers may not be aware of is that tobacco is one of the most addictive products on the market. Teens who pick up the smoking habit regret it later. Every year smoking kills more people than heroin, cocaine, alcohol, AIDS, fires, homicide, suicide and automobile accidents **combined.**

In the Students Against Tobacco project, Future Homemakers of America will help teenagers recognize the subtle messages in advertisements that entice young people to smoke, dip or chew tobacco. In addition, FHA/HERO will also work for a smoke-free environment in schools. Future Homemakers of America can prevent many teens from starting to smoke or chew, and thereby prevent them from becoming ill and even dying from using tobacco.

WHAT YOU CAN DO

Students Against Tobacco is a project designed to help reduce the initiation of smoking among adolescents, and to encourage those that do smoke to stop. The suggestions in the resource guide are built around the concept that members of Future Homemakers of America can make a difference among their peers by taking a proactive approach in effecting a change for the better.

FHA/HERO chapters can do one or more of the following anti - tobacco activities:

*Create an anti-tobacco advertising campaign

*Introduce a tobacco free policy for your school

*Introduce a billboard ordinance in your community

*Eliminate youth access to cigarettes (vending machines)

Be sure to pick an activity that you like and believe in. The chances for success are much better.

Also, the Students Against Tobacco project may tie into the following programs identified by Future Homemakers of America:

Student Body-relate activities to physical fitness. (i.e.-smoking as it relates to one's stamina in exercise.)

100% Award For Community Service-activities prepared and carried out by chapters may be submitted for state and national evaluation.

Power of One-module " A Better You"-develop goals for individual on self improvement through the "Better You" module.

STAR Event-conduct Illustrated Talk or All Star Project STAR Event on Students."

The projects would tie into curriculum content of the following home economics courses:

-Family & Individual Health - Life Management Skills
-Consumer & Family Economics - Comprehensive Home Economics
-Parenting & Child Development - Advanced Child Development
-Management - Individual & Family Life

HOW TO GET STARTED

a) Decide what you would like to do. For instance, would you like to ban all tobacco from your school or would you rather work on an anti-tobacco advertising campaign?

b) Read about the activity you picked in the Students Against Tobacco resource guide. The more you know about your particular activity the better off you'll be when you kick off your project.

c) Write down your action steps. For example, you need to know what needs to be done, when, and by whom. Use the FHA/HERO Planning Process. (Fill out the project objective form in the resources section of manual)

d) Go over your project with your school administrator, and be sure you have support. The administrator can also help you get the resources you need.

e) Be sure to keep a log of your progress. This is very important because you will want to document what you did and how it worked. The log will help in writing a final report on your activity. **And**, it will help others who might want to do similar projects.

1

ADVERTISING THE TRUTH ABOUT TOBACCO

ACTIVITY ONE : ADVERTISING THE TRUTH ABOUT TOBACCO

Advertisements usually give us a one-sided, rosy picture of a product or service. Different techniques are used to capture our attention, convince us to use the product, and influence our product selection.

For any advertising campaign to be effective, you have to know your product. So the first step in developing an anti-tobacco advertising campaign is to do a little research.

1. Document The Impact Of Smoking in Your Community:
   a. Determine how many deaths or diseases are related to smoking (you might want to start by calling the Texas Department of Health's Cancer registry at 1-800-252-8059).

   b. Determine yearly cost of smoking in your community:

_____	X	$200.00	= $ _____
Total Population of Community		Estimated Yearly per capita cost	Estimated yearly total cost of smoking in community

2. Collect samples of tobacco advertising in your community:
   a. Collect tobacco advertisements from magazines, newspapers, flyers, mailouts, etc. Include a wide variety of ads about cigarettes, cigars, pipes, chewing tobacco, and snuff.

   b. Take pictures of tobacco ads on billboards, scoreboards, portable signs, at community events, and in grocery stores.

   c. Survey what ads are visible around the school or on bus routes to and from school. Take pictures if possible.

   d. Do a billboard survey (see page 17).

3. Organize your pictures, billboard survey results, any materials you produce, and copies of tobacco ads in a scrapbook. You may want to organize your ads and pictures into sections (e.g. a section on ads aimed at women, minorities, the less educated, etc). **Include in your scrapbook a final report of your project and mail it back to the Office of Smoking and Health by March 1, 1991 for state award consideration.**

4. You might want to use the pictures and information in your scrapbook to prepare a display which you could exhibit in schools, malls, etc. The displays also could be used in competitive events, STAR Events, and at the regional and state meetings.

5. Analyze the advertisements you've collected to determine what appeals to young people. Ask yourselves these questions.

   A. Who is the target audience?_____

   B. What message is the ad trying to convey?_____

   C. Is the ad effective?_____

   D. What can be said to counter this ad?_____

   E. Does the advertisement attempt to associate use of tobacco with any of the following?(Describe how the association is made.)

Wealth_____

Health_____

Attractiveness_____

Being Cool_____

Friendship_____

Youth_____

Athletics_____

Success_____

Individuality_____

Happiness_____

Adventure_____

Glamour_____

Is the information in the ad true?

_____

_____

_____

What information is left out of the advertisement? e.g., Cigarette smoking turns your teeth yellow,etc.

_____

_____

6. Invite representatives from local ad agencies to speak to your class and provide ideas for your anti-tobacco advertising campaign. Be sure you ask these ad agencies if they do any tobacco advertising. You don't want to invite an ad agency that receives money from tobacco companies.

7. Determine your anti-tobacco advertising message, and how to deliver that message to fellow students. What message do you want to convey to your audience? Do you want to focus on the health consequences of smoking and chewing tobacco? Or, do you want to focus on the social aspects and consequences of smoking, like yellow teeth, bad breath, and smelly clothes?

   a. Create a variety of anti-tobacco messages that can be communicated through posters, signs, articles, and other delivery channels. You can also get free pamphlets and posters from the American Cancer Society, American Heart Association, and the American Lung Association offices.

8. Delivering the anti-tobacco message

   The following resources and activities can help deliver your anti-tobacco message. If you have your own idea for an activity talk it over with your FHA/HERO advisor. If he or she approves, by all means go for it!

   - Have art students develop anti-tobacco posters, illustrations, or other visuals for your counter tobacco campaign.

   - Work with your school newspaper to:

     a. Run anti-tobacco ads in school paper.
     b. Write weekly stories and editorials in school newspapers. (Story ideas might include the social stigma associated with smoking, or stories which would deglamorize smoking. It's not cool to smoke. It stinks, etc.)
     c. Encourage journalism students or FHA/HERO members to write and deliver public service announcements on hazards of smoking through the public address system in your schools.

   - Work with the drama club to write and produce a skit , or a comedy-drama, about immediate and long term effects of smoking.

   - Work with the English department to get students to write essays or poems about the hazards of tobacco.

   - Have a rap contest or produce a rap video that shows how smoking is not cool.

- Work with the athletic department and talk to them about what coaches and athletes can do to encourage students not to smoke or dip. Persuade the coaches and athletes to display anti-tobacco posters, etc., at athletic events. Maybe they can sponsor an anti-smoking sporting event.

- Contact your local media. Tell them what you're trying to do. Just imagine the story in your local newspaper. "When it comes to persuading students not to light up, Future Homemakers of America is the keeper of the flame."

- Get together with the science department. Ask the teachers to consider experiments on immediate and long-term effects of smoking.

- The music department might want to write and perform anti-tobacco jingles/songs.

- Ask teachers to have juniors and seniors do research papers on the nature and extent of tobacco related illness. Students could survey classmates on personal experiences, such as relatives who've died from tobacco related disease or possibly even interviews with local persons suffering from tobacco related disease.

9. Peer Education-Teens Teach Teens.
   - Teach elementary students about hazards of smoking.

   - Conduct experiments during Vocational Education Week in malls or during lunch at school cafeteria.

   - Help organize a health fair in school or community.

10. Launch Campaign
    If everything has been checked and rechecked and all systems are go, then call a press conference to kick-off your project. Be sure to clear the press conference with your school principal or superintendent. An ideal way to launch your project is to tie it in with the American Cancer Society's Great American Smokeout, November 15, 1990. Look at the section on publicity in the resources section of the guide.

11. Keep Records
    Keep track of what you've done so far. Similarly, keep track of what still needs to be done. Use the objective form on page 29 to help you do this.

2

CREATING A TOBACCO FREE SCHOOL

ACTIVITY TWO : CREATING A TOBACCO FREE SCHOOL

Tobacco use by students on school property in Texas is against the law. However, school boards can designate smoking areas for faculty. The problem with that is the mixed message it sends to students. On the one hand students will think the policy is unfair if it only applies to them and not the faculty. Secondly, students will view tobacco use as a forbidden, but desirable adult thing to do. So the best policy is a complete ban on tobacco use on school property.

Suggestions:

a) Organize a tobacco free school committee. Be sure to include a couple of adults such as your school nurse, a health teacher or a coach.

b) Work within your school first. If you're successful, then you can go to the superintendent and the school board and work to cover the whole school district.

c) Write a persuasive letter and send it to your school principal, superintendent, school board members and PTA leaders.

d) Follow up the letter with a personal visit and ask for their support.

e) Talk to your parents and city leaders about your effort and ask for their support.

f) Develop and circulate a tobacco free petition in your school. Be sure to get teachers and administrators to sign your petition. See page 26 of the resources section for a sample petition.

g) Present your signed petition to the principal or school board. Make a presentation to the school board on your effort.

h) **Write a final report and include any pictures or materials you produced for your project. This final report along with the evaluation form on page 24 should be mailed back to the Texas Office of Smoking and Health by March 1, 1991 for state award consideration.**

A guide entitled Creating Tobacco-Free Schools: Guidelines For Policy is available from the Center for Health Promotion Research, and Development, The University of Texas Health Science Center in Houston, Texas. Call (713-792-8540) for copies.

The following is a suggested smoking policy speech to either school board members or school administrators. The material is excerpt from a publication titled,"Where There's No Smoke, Helping To Create A Smoke-Free Environment," American Cancer Society, 1988,(No. 2614.06-LE)

You are responsible for providing a safe and healthy environment for your students, your teachers and your staff. Because teenagers spend so much time at school, and because education plays such an important role in their lives, your stand on the tobacco issue will be very influential. A good no tobacco policy in your school sends a message to students, their parents and the community. By contrast, having a policy that only affects students and not teachers sends a conflicting message.

What can you do? The answer has three important parts.
First, you should begin by learning the facts about tobacco(including smokeless) and the benefits of smoking and dipping control policies. You don't need to become a scientific expert. There is plenty of expertise and plenty of scientific research to back you up. But you should know the basic facts.

1. The large majority of people who become addicted to nicotine begin in their teens.

2. The most persuasive no-smoking,no-dipping messages come from authority figures who are trusted. However, teaching the health hazards of smoking and chewing tobacco in a building where both types of tobacco use is permitted sends a mixed message at best.

3. A good tobacco policy in your school can save money. It will reduce damage to furniture and facilities caused by burns, smoke, and tobacco spit;it will reduce costs related to cleaning and maintenance;and it will probably reduce the premiums you pay for fire insurance.

Second, you should design and implement a no-tobacco policy for your school. A complete ban on tobacco is the best policy and the easiest to enforce. A few other basic suggestions will help.

1. The policy should be consistent. If teachers and administrators are allowed to use tobacco, but students are not, smoking and chewing tobacco will appear to be a forbidden but desirable adult behavior.

2. The policy should be unambiguous and well enforced, including a clear statement, prominently displayed signs and fair disciplinary procedures.

3. Because so much tobacco advertising is aimed at youth, and because the large majority of smokers and dippers begin in adolescence, school-based tobacco policies should include health education programs on the addictiveness and health hazards of tobacco use.

4. As part of implementing your policy, you may want to offer cessation programs for your teachers and office workers who smoke or chew tobacco.

Your final step in helping to create a tobacco free school will serve as an example for other schools, for parents through the PTA, and for organizations of all kinds. Talk with your friends and colleagues about the problems of environmental tobacco smoke and smokeless tobacco. Talk to them about what you are trying to do-or have done-at your own school.

Remember, your decision to promote a tobacco free community is the right one. By far the best "cure" for diseases caused by tobacco is prevention.

Your decision is also one of the most valuable contributions you can make to our community. It represents good economic policy, good health policy and good civic policy.

3

ELIMINATING YOUTH ACCESS TO CIGARETTES

ACTIVITY THREE : ELIMINATING YOUTH ACCESS TO CIGARETTES

Vending Machines

It's against the law to sell cigarettes to persons under the age of 18. The maximum fine is $200. Still, minors buy cigarettes with ease. And nowhere is the sale of cigarettes to minors more readily available than through vending machines. Because these machines do not recognize the age of a person buying the cigarettes, vending machines are an invitation to cigarette addiction. Controlling cigarette sales from vending machines will make cigarettes less easily available to minors.

Communities are dealing with cigarette vending machines with total bans, locking devices or limited placement requirements.

- -Limited placement allows for cigarette vending machines in places not accessible to underage teenagers (i.e., bars, factories, offices).
- -Locking devices require the installation of a relatively inexpensive device that inactivates the machine until a clerk triggers the power, thus allowing the clerk to check the age of the purchaser. Since locking devices require employee participation, they are often not as effective in busy places, such as bars or restaurants.
- -Several cities have banned cigarette vending machines entirely. These bans have generally been well received and are expected to lead to stricter enforcement of over-the-counter sales. Communities should consider phasing in of the ban to minimize disruption.

Suggestions For Action:

1. Organize a committee of students who agree with what you're trying to do.

2. You need support. So start circulating a petition. Try and get a few prominent city leaders to sign your petition. (See page 27 in resources section of guide for sample petition.)

3. Talk to your city commissioners or council members about what you're trying to do and ask for their support.

4. Speak before the city council, and any other governmental body willing to listen. Be sure to invite all your supporters. There's strength in numbers!

5. Convince a city commissioner to sponsor a city ordinance that would completely ban cigarette vending machines or ban them in places accessible to minors.

6. Provide the city commissioner/councilmember with all the information he/she needs to support the ordinance. This would include a copy of a similar ordinance from another city, and clippings of the press coverage on the issue. You will have to do a lot of the research for the city leader. If you need help talk to your advisor or the Texas Office of Smoking and Health. (see resources section for phone numbers.)

7. Write a final report and include any pictures or materials you produced for your project. This final report along with the project evaluation form on page 24 should be mailed back to the Texas Office of Smoking and Health by March 1, 1991 for state award consideration.

4

REDUCING VISUAL POLLUTION

ACTIVITY FOUR : REDUCING VISUAL POLLUTION

You might call them,"The commercials that never go away!" Twenty-four hours a day billboards are pushing a product, in this case tobacco, a product that kills. Unlike other advertising mediums, billboards hold an audience captive, even children. Some of the role models they can't avoid seeing include larger than life-size beautiful people, cool characters, and giant cowboys smoking cigarettes. In the eyes of many people, billboards are one of the most intrusive and offensive forms of advertising. In the case of tobacco billboards, one person's free expression is another person's visual pollution.

Suggestions for restricting outdoor tobacco advertising:

1. Stop the construction of new outdoor billboards.

2. Remove all existing billboards located within 500 feet of any home, school, park, playground, hospital, health center, day care center or government building.

3. Make the warning labels on tobacco billboards large enough to be read by pedestrians and motorists.

4. Remove existing billboards to ensure that there are no more billboards per capita in minority than in white neighborhoods.

5. Remove all tobacco advertising from sports stadiums, mass-transit systems, and grocery store shopping carts.

6. Enforce local sign ordinances to prevent the indiscriminate proliferation of portable signs advertising tobacco.

Steps For Action

1. Organize a group of people who support your effort. Include members of the community like well known doctors, teachers, or members of the clergy.

2. Tell as many people as you can about what you're trying to do and ask for their help and support. Consider talking to churches, neighborhood organizations, clubs, fraternities, unions, the PTA, social clubs,etc.

3. Do a survey of billboards in and around the community. (See next page for survey form.) Organize survey results into a report that can be presented to city council members (include survey results in your advertising scrapbook).

SAMPLE BILLBOARD SURVEY FORM

Address of Billboard:_____

_____

Area is predominately
(check one)
___Industrial
___Central Business District
___Strip Commercial
___Mixed Residential/Commercial

Neighborhood
(check one)
___Commercial
___Residential
___Historic District

Neighborhood is predominately:
(check one)

___Black ___White ___Hispanic ___Asian ___Other

How many billboards are visible nearby?_____

Are any residences, schools, churches, parks, hospitals, or historic sites nearby?____No ____Yes
If yes, please specify)

_____

_____

Please record the advertising on the sign:

Side #1_____

Side #2_____

Photo Taken?_____Yes _____No

_____ _____
Your Name Date

4. Write letters to city and county leaders about your group's concern and ask for their support in the effort. Include the results from your billboard survey and enclose pictures.

5. Follow up and pay city leaders a visit. Be sure to call and ask for an appointment before you head to city hall. Also ask for their support.

6. Prepare a presentation with photographs and solid facts.

7. Make a presentation to city council members with your facts and persuasive speakers.

8. Follow up after the city council presentation. Visit city council members and ask them to be sponsor/s of a city ordinance to restrict tobacco billboards in the community. (See model ordinance on page 19.)

9. **Write a final report when your project is over and include any pictures or materials you produced. This final report along with the evaluation form on page 24 should be mailed back to the Texas Office of Smoking and Health by March 1, 1991 for state award consideration.**

Model Ordinance

No single ordinance will serve all communities, so each should be adapted to the character of the individual community. When it comes to billboards, many communities have concluded that the best ordinance is one that bans new billboards and requires the removal of existing ones. The following are recommended provisions of a model ordinance which allows some billboards:

1. Billboards should be a "conditional" use, not a "permitted" use. No billboard should be permitted without holding a public hearing and without notifying all adjacent property owners.

2. Billboards should be charged an annual permit fee of at least $200 per sign structure.

3. No company should be allowed to erect a new "conforming" billboard until it has removed an equal number or more of "nonconforming" billboards.

4. No billboards should be permitted in any residential district, historic district, or agricultural district.

5. No billboards should be permitted in any neighborhood shopping district or in the downtown commercial core.

6. No billboards should be permitted on any designated scenic street, road, drive, parkway, or highway.

7. No billboard should be permitted within 750 feet of any residential district, historic district, park, school, church, hospital, retirement home, cemetery, convention center, or government building.

8. No billboard should be permitted directly on or mounted above the roofs of buildings.

9. No billboard should be permitted at any bridge situated to impair any scenic vista.

10. No billboard should exceed 25 ft. in height or 300 ft. in size.

11. A minimum of 1,500 ft. should separate billboards on primary roads and a minimum of 1,000 ft. on secondary roads.

12. Billboards should not be stacked over or put next to each other.

13. No billboards within view of any residence should be illuminated.

Source:
McMahan, T. Edward, and Taylor, A. Patricia. Citizens' Action Handbook on Alcohol and Tobacco Billboard Advertising. p.25, 1990.

5

PUBLICITY

PUBLICITY

The mass media are a great force in our society - a force that can help effect a change. Getting free publicity for an organization's project is not easy. But there are ways to improve your chances:

1) Find out the names and addresses of the following people:
   a) The assignments editors for television stations,
   b) City editors for newspapers,
   c) The local health & education reporters, and
   d) Radio news directors.

2) Cultivate good communications with members of the media.
   a) Write letters to the T.V. news assignments editor, the newspaper's city editor, radio news directors, and also to local health and education reporters. Tell them about your upcoming project. Follow up with a phone call and possibly a personal visit. Call before you drop by.

   b) If the media is to take you seriously and trust you, you need to be credible. More importantly, get your act together. Know the what, when, where, who, why, and how regarding your project.

3) Find out deadlines for newspapers, radio and television. This will give you a better idea of when to deliver a press release or make a phone call to an editor.

4) Schedule the kick-off of your project with the American Cancer Society's Great American Smokeout, November 15, 1990.

<u>Press Releases</u>

Every week news editors receive hundreds of press releases. But only the most interesting press releases survive and are pursued as stories. Remember the purpose of a press release:

- To announce an upcoming event and invite the press,
- To let the media know about an interesting school project,
- To issue a statement or take a stand on a news development or issue, or
- To provide information material or to supplement late-breaking news.

Format For Press Release

1. Type neatly.

2. Keep it short, preferably one page.

3. Indicate when you want it to run, e.g., For Immediate Release, or else just include the date you want the story to appear.

4. Put today's date on every release.

5. If you're sending a press release to only one newspaper, say, Exclusive to (name of newspaper.) If not, just say Special to (Name of paper.)

6. Always include the name and telephone number of a contact person within your school.

7. Mail press releases as soon as possible and at least one week before an event.

8. If time is working against you, hand deliver the press release or read it over the phone to each of the television and radio stations and newspapers.

9. Be sure to keep a copy of every release you send out.

10. Follow up! Call two or three days before an event to make sure your press release got into the right hands.

11. See next page for sample press release.

FOR IMMEDIATE RELEASE (Sample Press Release)

Date: _____
(Distribution Date)

Contact: _____
(name)

_____
(Phone number)

The _____ has declared war on
(Name of group/organization)
tobacco. FHA/ HERO members plan to launch an all out offensive this year aimed at reducing tobacco use among adolescents.

Studies show that the age of tobacco initiation has fallen over the years. Younger and younger kids are smoking and chewing tobacco.

Future Homemakers of America battle cry is, "Tobacco Free Schools." And the first salvo will be fired _____.
(Date, Time & Place)

FHA/HERO members will begin their fall campaign by working for the complete ban of tobacco use on school property.

Tobacco use by students on school property in Texas is against the law. However, school boards can designate smoking areas for faculty.

_____ doesn't like the policy because of
(Spokesperson's Name & Title)
what he calls a double standard. "The policy sends a mixed message to students. On the one hand, students will think the policy is unfair if it only applies to them and not the faculty. On the other hand, students will view tobacco use as a forbidden, but desirable adult thing to do. I think the best policy is a complete ban of tobacco use on school property."

FHA/HERO members have other anti-tobacco projects in mind within the school district and the community.

For more information on The Tobacco Free School Project call

_____.
(Give group's Chapter and high school)

#

6

RESOURCES

RESOURCES

1. Texas Office of Smoking and Health
   Public Health Promotion Division
   Texas Department of Health (Main Reference)
   1100 West 49th Street
   Austin, Texas 78756
   1-800-345-8647
   Contact Nick Espinoza or Ron Todd

2. Texas Department of Health Cancer Registry
   1100 West 49th Street (Cancer Statistics)
   Austin, Texas 78756
   1-800-252-8059

3. Scenic America
   216 Seventh St., S.E.
   Washington, D.C. 20003 (Billboard Reference)
   (202)546-1100

4. Doctors Ought To Care
   5510 Greenbriar, Suite 235 (Anti Tobacco Advertising)
   Houston, Texas 77005
   (713)798-7729

5. American Cancer Society (Tobacco Free Schools)
   2433 Ridgepoint Dr. A
   Austin, Texas 78754
   (Contact Local Office of American Cancer Society)

STUDENTS AGAINST TOBACCO (SAT)

Student Evaluation Form For Chapter Projects

Chapter name:_____

School:_____

Chapter Advisor's Name:_____

Project's Chairperson:_____

What Did You Do:_____

_____

_____

What was the reaction from students:_____

_____

What was the reaction from faculty:_____

_____

Did your project educate teens about smoking: Yes_____ No_____

How would you rate the success of your project: Very Successful_____

Moderately Successful_____ Unsuccessful_____

How could you improve your project:_____

_____

Did project help ban all tobacco from your school/district?
Yes_____ No_____

Did your project help restrict cigarette vending machines accessible to minors?
Yes_____ No_____

Did your project help restrict tobacco billboards in your community?
Yes_____ No_____

Please complete after your project is over and return by March 1, 1991 to:

Nick Espinoza
Office of Smoking and Health
Public Health Promotion Division
Texas Department of Health
1100 W. 49th Street
Austin, Texas 78756

STUDENTS AGAINST TOBACCO(SAT)

Advisor/Teacher Evaluation

NAME_____

SCHOOL NAME AND DISTRICT_____

NUMBER OF STUDENTS PARTICIPATING_____

The project goals and objectives are clearly stated:Yes_____No_____

COMMENTS:_____

_____

The project activities actively involves students: Yes_____No_____

_____

_____

Was the project effective?_____Very_____Somewhat_____Not At All

COMMENTS_____

_____

OVERALL COMMENTS:_____

_____

STRENGTHS:_____

_____

LIMITATIONS:_____

On a scale of 1 to 10-Ten being the highest-how would you rate this Resource Guide?_____

Please complete after your project is over and return by March 1, 1991 to:

Nick Espinoza
Office Of Smoking & Health
Public Health Promotion Division
Texas Department of Health
1100 West 49th Street
Austin, Texas 78756

Sample Petition For A Tobacco Free School

WE THE UNDERSIGNED SUPPORT A HEALTHY LIFESTYLE AND TOBACCO FREE ENVIRONMENT IN OUR SCHOOLS. IN KEEPING WITH THIS PHILOSOPHY, WE WOULD LIKE THE SCHOOL DISTRICT TO BAN ALL TOBACCO PRODUCTS FROM SCHOOL PROPERTY. THE SCHOOL POLICY SHOULD APPLY TO STUDENTS AS WELL AS FACULTY.

1. _____
   Sign Your Name On The Line
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Sample Petition For Eliminating Youth Access To Cigarettes

WE THE UNDERSIGNED STRONGLY SUPPORT A CITY/COUNTY ORDINANCE THAT WOULD BAN CIGARETTE VENDING MACHINES IN PLACES ACCESSIBLE TO MINORS. IF WE CAN MAKE IT MORE DIFFICULT FOR UNDERAGE TEENS TO BUY CIGARETTES, FAR FEWER OF THEM WILL PICK UP THIS DEADLY HABIT.

1. _____
   Print Name First, Followed By Your Signature, And Then Your Address
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Fact Sheet

More than eight out of 10 cases of lung cancer are caused by smoking. There is no cure for lung cancer, and 9 out of 10 lung cancer victims die within five years.

Tobacco contains a poison called nicotine. An injection of one drop of nicotine in its pure form will kill an averaged-size man. Cigarettes contain a very small amount of nicotine. The amount won't kill you, but will make your heart beat faster and make your hands shake.

Smoking diminishes physical/athletic performance and reduces lung capacity.

It is estimated that every cigarette a person smokes takes about six minutes off his or her life.

Smoking is dangerous for nonsmokers who must breathe in the same room as smokers.

Smokeless tobacco use can lead to the development of white patches (oral leukoplakeas) in the mouth where the tobacco is placed. These patches can turn into cancer.

Tobacco use causes bad breath (cigarette butt breath.)

Smoking turns teeth yellow.

Smoking causes the body, face, hair, and clothing to stink!

Smoking is expensive. A pack of cigarettes a day for a year costs around $720. Imagine what you could buy with that money, new clothes, a sound system, skateboards, etc.

Smoking is socially unaccepted.

Cigarettes cause harm to even the beginning smoker, including lung problems, smoker's cough, and the likelihood of addiction. Even if you smoke only one cigarette a day, it can be harmful.

Smoking during pregnancy can harm the developing baby.

Eight out of every 10 teenagers do not smoke.

Seven out of every 10 adults in the U.S. do not smoke.

More girls are smoking than boys.

PROJECT OBJECTIVE

ACTIVITIES	PERSON RESPONSIBLE	TIME LINE

A DEMONSTRATION OF THE IMMEDIATE EFFECTS OF SMOKING A SINGLE CIGARETTE *

A. PURPOSE:

To demonstrate, in a simple experiment, the immediate effects of smoking.

B. APPROPRIATE AGE GROUP:

Middle through Secondary School

C. EQUIPMENT:

1. 2 liter clear screw cap plastic soft-drink bottle with cap and one spare cap
2. 2 cotton balls
3. A piece of clean white paper
4. 2 clear water glasses, each containing one cup of clean tap water
5. A pointed blade such as an icepick or scissors (be careful)
6. Filter cigarettes, matches
7. Small piece of modeling clay
8. Red marking pen
9. "Poison" label (optional)
10. Something to catch ashes

CAUTION: *Be careful with matches and ashes*

D. PROCEDURE:

NOTE: *Advance preparation required—Teacher should make a hole the size of a cigarette using a pointed blade with a gentle motion and poking a hole through bottle cap center from outside.*

1. Assemble smoking machine - - rinse soft-drink bottle thoroughly and remove label.

2. Insert cigarette gently into cap from outside. The filter end should protrude no more than 1 cm on the inside. (If plastic liner in cap is dislodged, snap it back into cap). Be careful not to break or puncture the cigarette.

3. Tease cotton from a cotton ball and place it over and around the filter tip so that it covers the inside of the cap and remains securely lodged in it. Place "control" cotton ball on piece of white paper.

4. Screw the cap with the cigarette in place onto the bottle and apply small pieces of clay or masking tape around the base of the cigarette to seal possible air leaks (or use vaseline).

5. Light the cigarette tip and gently squeeze the bottle between fingers and thumbs, effectively "smoking" the cigarette as you alternately squeeze and release. Unscrew the cap when forcing the air out of the bottle so the air won't go through the cigarette.

6. Now remove cap with cigarette butt in it and close bottle with spare lid. Note that the end of filter is stained.

7. Examine cotton and place it next to "control" cotton ball for comparison.

8. Pour glass of clean water into smoke-filled bottle and shake.

9. Pour liquid back into glass for comparison with "control" glass of water. Note differences.

* This experiment is used by permission and was developed by
K.H. Ginzel and Alan E. Schnur
Department of Pharmacology
University of Arkansas for Medical Sciences
Little Rock, Arkansas 72205

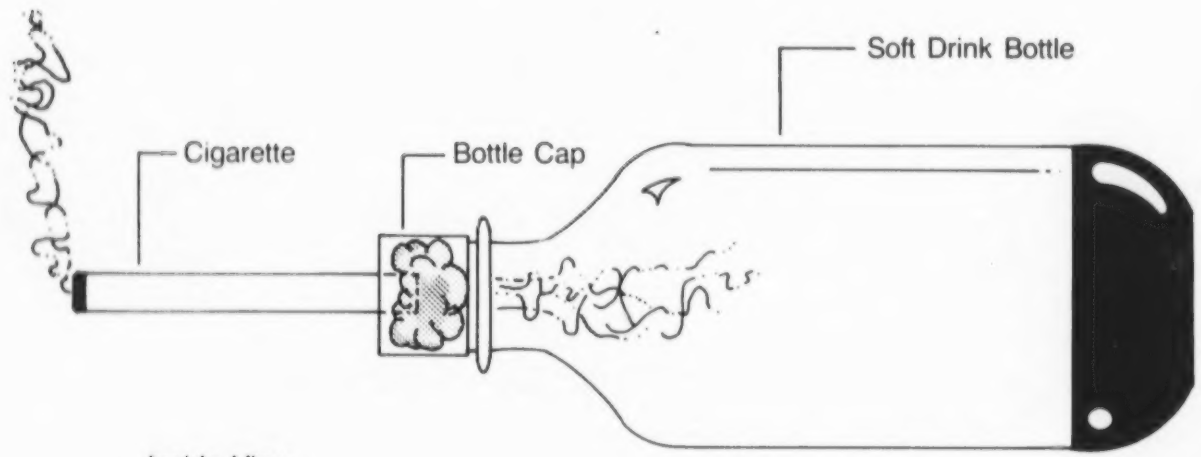
E. KEY POINTS FOR DISCUSSION:

1. What changes were seen during the experiment in the cotton and water?
2. What substances caused these changes?
3. Name the three most important substances in cigarette smoke—nicotine, tar and carbon monoxide.
4. What are the effects of nicotine and carbon monoxide (toxic agents) on the human body?
5. What are the effects of tar on humans (carcinogenic agent)?
6. What are the unpleasant social aspects of smoking (bad breath, stained teeth, side stream smoke, etc.)?

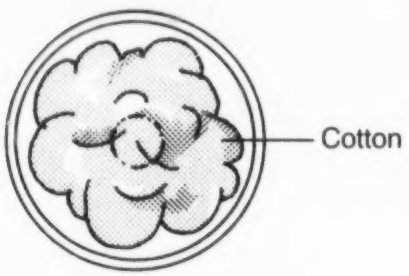
VARIATION:

1. Slide a second clear plastic bottle over the glowing cigarette tip during the demonstration and collect the "side stream" smoke in it. Use this to focus on the problem of involuntary or passive smoking.

#25 A Demonstration of the Immediate Effects of Smoking a Single Cigarette



Inside View
Of Bottle Cap



Two Clear Water Glasses